


Interpreting the MATCH Lesson Planning Template

Unit and/or Day (Title)		Grade												
<p>Time</p> <p>Suggests the proportion of class time to spend on various parts of the lesson.</p> 	<p>Description</p> <p>Two or three objectives for this lesson derived from the overall and specific curriculum expectations.</p>	<p>Materials</p>												
Assessment Opportunities														
<p>Minds On...</p>	<p>Suggests how to get students mentally engaged in the first minutes of the class and establishes a positive classroom climate, making the entire lesson/ class count for every student.</p> <table><tr><td><i>Connect to previous lesson</i></td><td><i>Introduce a problem/ task</i></td></tr><tr><td><i>Connect to student interest</i></td><td><i>Do a motivating activity</i></td></tr><tr><td><i>Orient students to an activity</i></td><td><i>Pose a question</i></td></tr><tr><td><i>Orient students to materials</i></td><td><i>Reflect on prior learning</i></td></tr><tr><td><i>Develop interpersonal skills</i></td><td><i>Connect to previous group of lessons</i></td></tr><tr><td><i>Develop learning skills</i></td><td></td></tr></table>	<i>Connect to previous lesson</i>	<i>Introduce a problem/ task</i>	<i>Connect to student interest</i>	<i>Do a motivating activity</i>	<i>Orient students to an activity</i>	<i>Pose a question</i>	<i>Orient students to materials</i>	<i>Reflect on prior learning</i>	<i>Develop interpersonal skills</i>	<i>Connect to previous group of lessons</i>	<i>Develop learning skills</i>		<p>Plan links between assessment and instruction:</p> <ol style="list-style-type: none">1) Identify what will be assessed (curriculum expectations or learning skills).2) Choose an appropriate assessment strategy, e.g., journal entry, observation, quiz, project, presentation, interview.3) Choose an appropriate assessment scoring tool, e.g., marking key, checklist, anecdotal comments, rubric, mental note.
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<p>Action!</p>	<p>Suggests how to group students and what instructional strategy to use.</p> <p>This section maps out what students will do and how the teacher can facilitate and pose thought-provoking questions. Suggestions for time management, scaffolding, and extension are included, as appropriate.</p> <p>Students: talking, reflecting, discussing, observing, investigating, listening, reasoning, developing, understanding, constructing concepts, demonstrating, concepts, applying concepts, creating models, discovering relationships, exploring, hypothesizing.</p> <p>Teachers: plan appropriate student groupings and strategies, listen carefully, observe, offer prompts when necessary:</p> <p><u>Suggested groupings:</u> individual, pairs, pair/share, think/pair/share, small groups, expert groups, jigsaw, carousels, whole class.</p> <p><u>Suggested strategies:</u> acting, brainstorm, concept map, conferencing, connecting, demonstration, discussion, experiment, field trip, game, guest speaker, guided exploration, independent study, interview, investigation, kinaesthetic activity, model making, note making, performance task, portfolio, practice, presentation, problem solving, reflection, research, response journal, retelling, role playing, simulation, survey, tactile activity, visual activity, worksheet.</p>	<p>Use assessment <i>for learning</i> (inform teacher choices for future instruction); assessment <i>as learning</i> (student reflection); assessment <i>of learning</i> (student achievement).</p>												

<div> <div></div> <div>Consolidate Debrief</div> </div>	<p>Suggests ways to pull out 'key learnings' from the lesson, check for conceptual understanding, and prepare students for the follow-up activity or tomorrow's lesson. Often this involves whole class discussion and sharing. Students listen to and contribute to reflections on alternate approaches, different solutions, extensions, and connections.</p>	<p>Use this sidebar space to provide advice for colleagues and to make notes and reflections for next time!</p>
<p>Application Concept Practice Differentiated Exploration Reflection Skill Drill</p>	<p><u>Home Activity or Further Classroom Consolidation</u></p> <p>Suggests meaningful and appropriate follow-up. These activities provide opportunities:</p> <ul style="list-style-type: none"> • To consolidate understanding; • To build confidence in doing activities independently; • For parents to see the types of activities students engage in during class and to see connections between the lesson being taught and life beyond the classroom; • For giving students some choice through differentiated activities. <p><i>The MATCH (Minds on, Action, Timing, Consolidate, Home Activity or Further Classroom) acronym reminds teachers that all of these elements must be considered in lesson planning. It suggests that connection/matches should be made to:</i></p> <ul style="list-style-type: none"> • <i>program goals;</i> • <i>research into effective instruction and assessment practices;</i> • <i>the characteristics of adolescent learners.</i> 	<p>Did your plan include activities that are:</p> <ul style="list-style-type: none"> • Visual? • Kinaesthetic? • Auditory?